DOCUMENT RESUME

ED 269 815 CS 505 265

TITLE Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 85

NOTE 13p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Communication (Thought Transfer); Communication Research; *Communication Skills; Comparative Analysis; *Doctoral Dissertations; Elementary Secondary Education; Females; Higher Education; Interaction Process Analysis; *Interpersonal Communication; *Nonverbal Communication; Organizational Communication; Principals; Sex Differences; *Speech Communication

IDENTIFIERS Communicator Style

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) comparison of receiver profiles in Clark County, Nevada, for various school-community relations communications channels; (2) effects of profit knowledge, size of initial concession, and motivational orientation on "aspiration level" versus "reciprocity" in bilateral bargaining; (3) a study of relationships among personality traits and communication styles of secondary and elementary school principals; (4) comparison of two instructional methods for mastery of eight selected communication constructs in a course for registered nurses; (5) the relationship of leader self-monitoring to perceived organizational effectiveness in high school principals; (6) sex role/equity issues revealed through language usage in female school administrators; (7) a comparison of the relative effectiveness of the threat of punishment versus promise of reward; (8) effects of communicator expertness and selected factors of similarity on women's nontraditional career exploration; (9) impact of communication satisfaction on job satisfaction and job performance of nurses; (10) communication skills needed by legal assistants; and (11) the basic college communication course compared with the Dale Carnegie course in effective speaking and human relations. (DF)

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Abstracts of the following dissertations are included in this collection:

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A COMPARISON OF RECEIVER PROFILES IN CLARK COUNTY, NEVADA FOR VARIOUS SCHOOL-COMMUNITY RELATIONS COMMUNICATIONS CHANNELS

Brooks, William Steven
THE EFFECTS OF PROFIT KNOWLEDGE, SIZE OF INITIAL CONCESSION, AND MOTIVATIONAL ORIENTATION ON "ASPIRATION LEVEL" VERSUS "RECIPROCITY" IN BILATERAL BARGAINING

Bueler, Charles M.
A STUDY OF RELATIONSHIPS AMONG PERSONALITY TRAITS AND COMMUNICATION STYLES OF SECONDARY AND ELEMENTARY SCHOOL PRINCIPALS

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SHIP BETWEEN COMMUNICATOR STYLE OF PRINCIPALS AND THEIR LEADERSHIP STYLE IN SELECTED SCHOOL DISTRICTS IN FLORIDA

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A COMPARISON OF RECEIVER PROFILES IN CLARK COUNTY, NEVADA FOR VARIOUS SCHOOL-COMMUNITY RELATIONS COMMUNICATIONS CHANNELS

Order No. DA8517601

ALLEN, DEAN ANTHONY, ED.D. *Northern Arizona University*, 1984. 181pp. Adviser: L. Paul Lansing

The purpose of the study was to compare the demographic data for a sample of Clark County, Nevada registered voters to ascertain if significant differences exist between how information is received concerning the public schools. The literature revealed that the public wants more information about the schools but this desire is not being satisfied in a majority of instances. Schools are effective in reaching parents but are not effectively reaching the remaining seventy-five percent of the adults.

A two page questionnaire was mailed to each of 384 registered voters in Clark County. A 43.2 percent return was achieved. Sampled voters were requested to answer questions concerning demographics and their sources of information about the public schools. The data were computer analyzed utilizing the SPSS program. Frequency, percentage, and chi square analyses were completed. Data were presented in contingency tables with significance determined at the .05 level.

Data were analyzed in five different ways. They were: (1) a tabulation of demographic data, (2) a comparison of demographic data by mass media and school communications, (3) a comparison of demographic data by the primary sources of communication, (4) a comparison of demographic data by individual media outlets, and (5) a comparison of the demographic data by the reasons given for visiting the public schools.

Based upon the study the following conclusions were reached: (1) demographic trends in Clark County were similar to those found nationwide, (2) the older, retired population without school age children depended upon mass media for information about the schools, (3) very few of the older, retired population without school age children visited the schools, (4) parents received most of their information via school publications and personal contacts, (5) individual school newsletters were the most effective school publication, (6) teachers were most frequently listed as the most important contact for information about the schools, and (7) parents with school age children visited the schools mostly for school programs and sporting events.

THE EFFECTS OF PROFIT KNOWLEDGE, SIZE OF INITIAL CONCESSION, AND MOTIVATIONAL ORIENTATION ON "ASPIRATION LEVEL" VERSUS "RECIPROCITY" IN BILATERAL BARGAINING

Order No. DA8513730

BROOKS, WILLIAM STEVEN, PH.D. *University of Kansas*, 1984. 107pp.

Using a bilateral monopoly bargaining simulation, two theories of concession making were tested: "aspiration level" and "reciprocity." A 2 x 2 x 2 factorial design was used with three independent variables. Knowledge of profits was either bilateral or unilateral. Initial concession received was either large or small. Motivational orientation was either competitive or cooperative. The 120 female and male college students who participated, engaged in a bargaining simulation of a bilateral monopoly buyer-seller game.

Subjects, in negotiating the sales price of a used car, responded to a price offer ostensibly from another student but actually from the experimenter. Before and after receiving this initial concession, subjects responded to questionnaires measuring their profit aspirations and such perceptions of their opponent that were related to testing "reciprocity" versus "adjusted aspiration." The bargaining ended with the subject's counteroffer. Subjects' counteroffers constituted the main dependent measure of reciprocity or adjusted aspiration. The questionnaires provided the other dependent variables which were aspiration measures and perceptions of the opponent and the opponent's concession.

The results support the level of aspiration hypothesis. A large concession raised aspirations. A small concession lowered aspirations. The results did not support the reciprocity hypothesis. A large concession was not reciprocated with a large concession, nor was a small concession reciprocated with a small concession.

Profit information interacted with the size of the initial concession received. Unilateral profit knowledge bargainers who received a large concession raised their aspirations and offered no concession. Unilateral profit knowledge bargainers who received a small concession lowered their aspirations and offered a large concession. Bilateral profit knowledge bargainers reacted less strongly both in terms of aspiration and counteroffer than did unilateral profit knowledge bargainers.

No significant results were found in regard to motivational orientation.

A STUDY OF RELATIONSHIPS AMONG PERSONALITY TRAITS AND COMMUNICATION STYLES OF SECONDARY AND ELEMENTARY SCHOOL PRINCIPALS

Order No. DA8512254

BUELER, CHARLES M., ED.D. *University of Missouri - Columbia*, 1984. 101pp. Supervisor: Jerry W. Valentine

Purpose. The purpose of this study was to analyze the personality types and communication styles of secondary school principals and elementary school principals to determine whether there were significant differences between the two groups of administrators, and whether there was a significant relationship between principals' personality traits and communication styles.

Sample Population. One hundred secondary public school principals and one hundred elementary public school principals in Missouri were randomly selected for this study. Of this number sixty-four secondary and fifty-three elementary principals satisfactorily completed the instruments.

Procedures. Each principal was asked to complete the Myers-Briggs Type Indicator and the Audit of Administrator Communication instruments. The Myers-Briggs is a personality traits assessment tool and the Audit of Administrator Communication analyzes the communication styles of the principals.

Conclusions. The predominate personality type of secondary principals is introverted, sensing, thinking, judging. The predominate personality of elementary principals is extraverted, sensing, thinking, judging. Significant differences were not found between secondary principals scores and elementary principals scores on the personality traits of the Myers-Briggs Type Indicator or on the communication styles of the Audit of Administrator Communication. Significant relationships were not found among principals' personality traits and principals' communication styles. Secondary principals generally rated themselves strongest on the Encourager dimension of communication, followed by the Informer dimension. Elementary principals generally rated themselves strongest on the Encourager dimension of communication, followed by the Informer dimension.

THE COMPARISON OF TWO INSTRUCTIONAL METHODS FOR MASTERY OF EIGHT SELECTED COMMUNICATION CONSTRUCTS IN A COURSE FOR REGISTERED NURSES

Order No. DA8513853

CANNON, SHARON BEA, ED.D. *Southern Illinois University at Edwardsville*, 1985. 83pp. Chairperson: William P. Ahlbrand

The recent trend in registered nurse (RN) education has been to individualize instruction. In large part, this is a result of the acceptance by RN educators of Malcolm Knowles' views on adult learning. However, few empirical studies have been conducted to examine the effects of individualized instructional methods with other instructional methods for RN students as adult learners.

This study compared the effects of a lecture/discussion method of instruction and an individualized method of instruction for RN students as adult learners in a nursing course on communication in a

nursing baccalaureate completion program. The hypothesis for this study was: RN students taught by an individualized instructional method will master more of eight selected communication constructs than RN students taught by a lecture/discussion instructional method.

One instrument measuring student perceptions about the instructional methods used and a test measuring the mastery of eight selected communication constructs were submitted to two randomized sections of RN students enrolled in a nursing communication course in a nursing baccalaureate completion program. Reliability and logical validity were established for the instrument measuring student perceptions. Reliability, content and construct validity were established for the instrument measuring mastery of the eight selected communication constructs. Students reported that instructional methods used were those described as lecture/discussion or individualized. These perceptions were tested at the middle and end of the course. In both cases statistically significant differences in perceptions were found.

A Chi-Square analysis was to be applied to determine the relationship between mastery of the constructs and the instructional methods used. However, since all students in both groups mastered all of the constructs, an anticipated Chi-Square analysis was not done and the hypothesis was not supported. As a result, the findings of this study suggest that students may be able to master criterion-referenced test constructs regardless of whether the instruction is lecture/discussion or individualized.

THE RELATIONSHIP OF LEADER SELF-MONITORING TO PERCEIVED ORGANIZATIONAL EFFECTIVENESS: A STUDY OF HIGH SCHOOL PRINCIPALS

Order No. DA8511923

CAVANAH, ELEANOR (ANN) SUNDBERG, PH.D. *The University of Utah*, 1985. 106pp. Chairman: Rodney T. Ogawa

Social-psychological theory and research both suggest that school administrators may be more effective when they are aware of the various audiences with whom they work and behave in a manner that is appropriate to each given audience. This study examined that basic issue. It was designed to determine the extent to which the social responsiveness of administrators is a predictor of organizational effectiveness.

The principals and random samples of up to eight teachers from public high schools in Utah were surveyed. An instrument to measure Self-Monitoring of Principal and three instruments to measure Teachers' Perceived Organizational Effectiveness (Index of Perceived Organizational Effectiveness, Loyalty Questionnaire, and Overall Job Satisfaction Questionnaire) were used to determine the findings. Contextual variables of Community Type, School Size, and Principal's Age were also considered. A multiple regression analysis was applied to the results.

Teachers' Job Satisfaction was found to be significantly associated with Self-Monitoring of Principal. Teachers' Perceived Organizational Effectiveness and Teachers' Loyalty to Principal produced correlations that were inadequate to determine any significant relationship. The contextual factors of Community Type, School Size, and Principal's Age did not produce adequate effect to be considered as determinants of Self-Monitoring of Principal levels. Results of this study provide initial findings in the examination of the link between leader self-monitoring and organizational outcomes.

WOMEN'S EXPERIENCES AS SCHOOL ADMINISTRATORS: SEX ROLE/EQUITY ISSUES REVEALED THROUGH LANGUAGE USAGE

Order No. DA8512390

CRAFT, CONNIE JO SMITH, PH.D. *The University of Michigan*, 1985. 278pp. Chair: Terrence Tice

Women are virtually missing from the administrative hierarchy of American public education. This is so, even though they occupy more than half of all the teaching positions in the schools.

The problematic situation for women is heightened by a masculine mystique which envelops the image of leader in our society. When a woman undertakes a leadership role, she is expected to exemplify identical characteristics; yet, her socialization runs counter to their acquisition.

This work attempts to demonstrate that certain communication practices have established norms which discourage or even prohibit women from joining the ranks of the influential decision-makers and that sexist language permeates the culture, that it is not incidental or occasional. It is an account of the author's experiences as administrator of an alternative high school where women played an unusually extensive leadership role, accompanied by reports from several other women administrators, set against informational data from relevant literature.

There are virtually no gender-identifiable role models for women in school administration. A record of the actual events in the life of a female high school principal may help fill that void. The extraordinary circumstances which permitted me to attain a role of leadership, the attendent adjustments that had to take place within me, the pressures and problems I confronted and how I coped with them, along with supporting evidence from the experiences of other women similarly placed, provide this information.

No one becomes a leader without encouragement. Unlike men, who have ordinarily been brought up to achieve, women have been trained in passiveness and accommodation to fit them for the roles of wife and mother. Thus, there may be little to make them hopeful or confident about their prospects in any other realm except the home. This material offers inspiration.

While the investigation is centered on the prejudicial effects of language on the advancement of women, it is addressed also to men as partners in the continuing effort to achieve equity in educational administration.

PERCEIVED COMMUNICATION BEHAVIOR AND ADMINISTRATIVE EFFECTIVENESS AMONG SECONDARY SCHOOL PRINCIPALS IN CONNECTICUT

Order No. DA8513060

FERRANDINO, VINCENT LUKE, ED.D. *University of Bridgeport*, 1984. 117pp. Chairperson: Leo Mann

The purpose of this study was to investigate the relationship between principal effectiveness and administrator communication behavior. Strong principal leadership was identified in the literature as a key element necessary for the development of an effective school. Strong principals had the ability to communicate and relate to the various components of the school-community. It was also found that principals generally were proficient in directive communications, but were inadequate in the affective domain of communication.

The study population and sample of 183 principals and 1830 teachers in Connecticut secondary schools completed two survey instruments, the Audit of Principal Effectiveness (APE) and the Audit of Administrator Communication (AAC). A Principal's Basic Data Questionnaire was used to gather demographic information about the principals.

Scores from the APE were used to determine the effective and ineffective principal groups. Two-way analysis of variance (ANOVA) at the .05 level of significance was used to analyze (1) differences in selected communication behaviors between effective and ineffective principals based on teacher perceptions and self-perceptions and

(2) differences between teacher perceptions and self-perceptions of selected communication behaviors among the effective and ineffective secondary school principals. The Scheffé multiple comparison of means procedure was used as a post hoc evaluation of the ANOVA results.

Communication behavior was found to be a significant factor in determining the relative effectiveness of secondary school principals. All principals communicated information, gave directions and explained decisions to teachers better than they were able to understand and accept the feelings, thoughts, and values of their teachers.

Effective principals perceived their own communication behavior in a manner very similar to their teachers' perceptions of the principal's communication behavior. Ineffective principals rated themselves significantly better communicators than their teachers rated them. Effective principals rated themselves and were rated by their teachers to be significantly better in all of the communication behaviors measured. Age and years of experience as a principal were not significant factors in determining the relative effectiveness of the secondary school principals.

THREAT OF PUNISHMENT VERSUS PROMISE OF REWARD: A COMPARISON OF THE RELATIVE EFFECTIVENESS OF TWO TYPES OF VERBAL APPEALS Order No. DA8513745

GASS, ROBERT HARLAN, JR., PH.D. *University of Kansas*, 1984. 289pp.

This study compared the relative effectiveness of threats of punishment and promises of reward in increasing the motivation level of subjects as measured by reminiscence scores on a rotary pursuit task. 181 male and female subjects were exposed to one of four levels of threat or four levels of promise in a 2 x 2 x 2 x 2 factorial design comprised of four independent variables: sex of subject (male or female), orientation of appeal (threatening versus promising), letter-relatedness (letter-related versus no letter-related appeal), and credit-relatedness (credit-related versus no credit-related appeal). A manipulation check generally confirmed the credibility of the experiment procedures in establishing differential levels of perceived threat and promise intensity. Partial support was obtained for the hypothesis that threat appeal intensity would be positively related to increased motivation level as measured by reminiscence, and for the hypothesis that promise appeal intensity would be positively related to increased motivation level. However, no support was found for the hypothesis that promise appeals would be more effective than corresponding levels of threat appeals in increasing motivation as measured by reminiscence. Partial support was obtained for the hypothesis that threat appeals would be more effective in increasing the motivation level of female subjects than male subjects, and for the hypothesis that promise appeals would be more effective in increasing the motivation level of female than male subjects.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN COMMUNICATOR STYLE OF PRINCIPALS AND THEIR LEADERSHIP STYLE IN SELECTED SCHOOL DISTRICTS IN FLORIDA Order No. DA8517339

GILBERT, GWEN J., PH.D. *The Florida State University*, 1985. 186pp. Major Professor: Herbert J. Reese

This study focused on the relationship between communicator style and leadership style of a select sample of principals. The primary research question addressed was whether a relationship existed between the self-perceived communicator style used by a principal and the leadership style teachers perceived that educational leader utilized. The second research question allowed for a comparison of the self-perceived communicator style used by a principal and perceptions by teachers of that same communicator style. Additionally, extraneous variables were tested for possible explanation of results.

The study involved an ex post facto or correlational research design. In order to investigate the relationship between communicator style and leadership style of principals, surveys were conducted in a sample of public schools in three Florida counties.

The principals rated themselves as being friendly, impression leaving and having a good overall communicator image. The principals did not perceive themselves as being dominant or contentious. The teachers perceived their respective principals primarily used a selling style of leadership and secondarily a participating style. Teachers rarely perceived their principal as using a delegating style of leadership.

Two communicator style variables in this study, friendly and impression leaving, appear to be linked with the principal's perception of communicator image--the overall impression of being a good communicator.

The following conclusions were reached: (1) A relationship exists between the principals' self-perceived communicator style and the teachers' perceptions of their principals' leadership style. (2) It can be concluded that a relationship does exist, although not strong, between the self-perceived communicator style of principals and the perception of that same style by subordinates. (3) The extraneous variables having the most influence on the relationships of communicator style were the length of association between the principal and teachers and the number of years the subjects had worked in education.

THE EFFECTS OF COMMUNICATOR EXPERTNESS AND SELECTED FACTORS OF SIMILARITY ON WOMEN'S NONTRADITIONAL CAREER EXPLORATION

Order No. DA8509212

GRAND, ALAYNE DUCOLON, PH.D. *State University of New York at Albany*, 1985. 68pp. Chair: James Kuethe

The purpose of the study was to address the question, "What kind of individual will persuade a career undecided young woman to consider or explore a nontraditional career?" Theories of persuasion suggested that communicator variables of group membership similarity and expertise would be the most influential communicator characteristics. Therefore, the variables of group membership similarity, defined by age, and expertise, defined as history of successful career information seeking and choice in a nontraditional field were investigated in relationship to the dependent variables of intent to explore nontraditional careers and behavioral exploration of nontraditional careers.

The subjects were 100 career undecided, 18 year old freshman women who had not considered or explored a nontraditional career and whose high school grades were 85 or above. Subjects were randomly assigned to one of four communicator characteristics conditions and a message condition. They were asked to listen to an audio taped persuasive message on nontraditional career pursuit and then to fill out the Vocational Information Seeking Behavior Checklist. All subjects, then, received a list of vocational information resources on campus. Three weeks later, the subjects were interviewed by telephone and the Vocational Information Seeking Behavior Checklist was filled out.

A multivariate analysis of variance followed by a univariate analysis of variance resulted in a significant difference on the intent to explore variable ($p < .05$) but not on the variable of actual behavioral exploration ($p > .05$). These variables were measured with the Vocational Information Seeking Behavior Checklist, both a modified version and the original form. Planned orthogonal comparisons among four communicator conditions and a message condition for the intent to explore dimension indicated that the communicator highest in group membership similarity and expertise was the most influential and the communicator lowest in group membership similarity and expertise was the least influential. All communicator conditions were not significantly more persuasive than a message condition. These results were partially consistent with the hypotheses in the study.

THE CONTRIBUTION OF ACHIEVEMENT, PUPIL CHARACTERISTICS, TEACHER ATTITUDES AND CLASSROOM INTERACTION TO TEACHER EXPECTATIONS

Order No. DA8511618

HOOK, COLIN MICHAEL, PH.D. *University of Illinois at Urbana-Champaign*, 1985. 176pp. Adviser: C. K. West

The purpose of this study is to investigate the influence of pupils' prior mathematics achievement, verbal ability (reading achievement), demographic and personality characteristics, family background, teacher attitudes and classroom interaction on teacher expectations and mislabelling. A model was proposed suggesting linkages between the antecedent variables and teacher expectations.

The subjects were four grade 4 teachers and their classes (total 70 children) in two inner-city schools in an Eastern Illinois city. Data collection took place in February during the Spring semester.

Teacher expectations were represented by teachers' ranking of children on expected achievement in mathematics. The concept of mislabelling was defined as over- or under-estimations of pupil achievement in mathematics. Prior achievement in mathematics and reading were measured by the Stanford Achievement Test at the beginning of the school year. Pupils' self-report personality characteristics were obtained using the Children's Personality Questionnaire. Pupils also completed a sociometric questionnaire on their classmates' ability to work well and pay attention. Teacher attitudes towards children were measured using scales of attachment, concern, familiarity (indifference) and rejection. Mathematics lessons were observed over a continuous period of two weeks using the Brophy-Good dyadic interaction system.

Correlations, chi-square analyses, t-tests, regression analyses and commonality analyses produced the following results: (1) There were groups of children who were over- and under-estimated in achievement by teachers. (2) Mislabelling was significantly predicted by pupils' verbal ability, pupil characteristics and teacher-pupil interaction. (3) Groups of mislabelled children differed significantly on several dimensions. Children who were over-estimated in achievement were dull, obedient, dependent and conforming, whereas children who were under-estimated were dominant, assertive, independent and self-reliant. These groups of children also differed significantly, on several measures of teacher-pupil interaction, e.g., over-estimated children received more public contacts and more positive contacts in both public and private situations. (4) Teacher expectations were significantly predicted by pupil characteristics, teacher attitudes and classroom interaction. Mathematics achievement was not a significant predictor.

These results were reviewed in the light of previous research into teacher expectations. The implications of the findings for classroom teaching and teacher education were discussed and some suggestions for further research were presented.

THE RELATIONSHIP BETWEEN PRINCIPAL COMMUNICATION BEHAVIOR AND SCHOOL EFFECTIVENESS

Order No. DA8512257

KNOWLES, BRYAN HAZARD, ED.D. *University of Missouri - Columbia*, 1984. 152pp. Supervisor: Jerry W. Valentine

Purpose of the Study. The purpose of the study was to investigate the relationship between principal communication behavior and the effectiveness of middle level schools. More specifically, the study analyzed the relationship between the factor and overall scores of the *Audit of Administrator Communication* and student achievement in grades seven and eight as measured by gain scores on standardized achievement tests.

The null hypotheses of the study are listed below. (1) There is no significant correlational relationship between principal communication ability as measured by the factor and overall scores on the *Audit of Administrator Communication* and student achievement as measured by gain scores during grades seven and eight on standardized achievement tests. (2) There is no significant difference in principal communication ability as measured by the factor and overall scores of the *Audit of Administrator Communication* between principals of schools where students had the highest average gain scores during grades seven and eight on standardized achievement tests (upper half) and principals of schools where students had the lowest average gain scores (lower half).

Conclusions. (1) Missouri middle school principals tended to be more positive than negative in their interactions with teachers and had the ability to show genuine concern for teacher interests. (2) Missouri middle level principals communicated least effectively on a personal level with their faculties. (3) The age of a Missouri middle level principal correlated negatively with his ability to act as a developer and an informer. (4) Principals in large schools communicated less effectively on a personal level than principals in smaller schools did. (5) A significant negative correlation between positive encouragement by the principal and student reading achievement was found. Hypothesis one was rejected. (6) A significant difference between principal encouragement in upper half reading achievement schools and lower half reading schools was found. Hypothesis two was rejected. This study found that increased principal communication skills, when considered alone, do not have a significant positive effect on student achievement in Missouri middle schools.

PUBLIC RELATIONS: A RE-EXAMINATION OF DEFINITION, ROLE AND FUNCTION BASED ON COMMUNITY RELATIONS OF THE STANDARD OIL (INDIANA) REFINERY AT SUGAR CREEK, MO.

Order No. DA8518850

KRUCKEBERG, DEAN ALFRED, PH.D. *The University of Iowa*, 1985. 627pp. Supervisor: Kenneth Starck

This dissertation argues that a fundamental reason public relation practice exists today is because of a loss of community resulting from new means of communication/transportation. It notes the inadequacies of the history of public relations, as it is usually presented, and of present definitions of public relations. The study describes public relations as it is commonly practiced today as: a vocation utilizing persuasive communication to obtain a vested nonmarketing goal on behalf of a represented client.

This study argues that public relation is better defined and practiced as: the active attempt to restore/maintain a sense of community.

The arguments are made within a framework of a particular specialization of public relations, i.e., community relations. Community relations was chosen, not because it relates any more directly to "community" as it is defined in this study, but because it is generally recognized as one of the most important areas of public relations practice and because it is among the most typical areas in the application of public relations skills.

To illustrate what this dissertation advocates, a case study is used. Probably no organization has designed a community relations program with the specific and express purpose of fostering a sense of community, at least to the extent this dissertation calls for. However, the Standard Oil Company (Indiana) refinery at Sugar Creek, Mo., has done this sufficiently to merit study. Based on the findings of the case study, which covers a 75-year period of time, specific recommendations are made in practicing public relations as advocated in this dissertation: the active attempt to restore/maintain a sense of community.

The theoretical basis of this dissertation comes from the writings of the Chicago School of Social Thought.

This dissertation demonstrates that the Chicago School can provide an excellent theoretical basis to provide insight into public relations practice from a perspective that eliminates the problems that now exist in the role and function of public relations.

COMMUNICATION PATTERNS OF PRINCIPALS IN EXEMPLARY SECONDARY SCHOOLS Order No. DA8515949

LAURIE, JOHN C., PH.D. *Kansas State University*, 1985. 444pp. Adviser: G[illegible]ent Stewart

Purpose of the Study. The purpose of this study was to investigate the concept of administrator-teacher communication in exemplary schools. The study also gathered data to determine if significant differences exist between the self-perception of communication practices of principals, and teachers' perceptions of principal's communication in exemplary and competitor schools.

Procedures. Subjects for this study were the 29 schools identified as having participated in the 1983-84 School Recognition Program sponsored by the Kansas State Department of Education. All 28 principals participated in the study, and 416 of 420 teachers responded via mail survey, completing the *Audit of Administrator Communication* questionnaire.

Conclusions. Based on the findings of the study and within the limitations noted, the following conclusions appear warranted: (1) Principals in exemplary and competitor schools perceive their highest communication factor skill as Developer as determined by the A.A.C. (2) Teachers in exemplary and competitor schools rated the A.A.C. factor Encourager as their principals' best communicator quality. (3) Principals and teachers in exemplary and competitor schools agreed that the factor Affective Involver was their administrators' most difficult communicative task. (4) Teachers in competitor schools scored higher than teachers in exemplary schools on all four factor areas of the A.A.C. (5) Principals in exemplary schools self-perception scores of their communication ability was similar to those of principals in competitor schools on all four factors of the A.A.C.

Successful communication by lead administrators is the key to a productive educational organization. Communication and leadership appear so often together in the literature that many people believe they are synonymous. How a principal manages, motivates, encourages, facilitates and persuades largely depends upon the successful flow of communication within the school buidling.

Recommendations. (1) Studies should be conducted on the principalship at all educational levels. (2) A larger sample of principals and/or a larger geographic base may produce additional insights which have not yet been discerned. (3) Investigation should be initiated to explore the relationship of principals' perceived communication behavior to other factors of the educational organization. (4) Further study should be done in the area of developing instruments to measure inter-personal communication among professional educators.

A SYSTEMS APPROACH TO SPEECH COMMUNICATION INSTRUCTION IN MISSISSIPPI'S SECONDARY SCHOOLS Order No. DA8518325

MCDANIEL, BARBARA, PH.D. *University of Southern Mississippi*, 1984. 155pp.

The purpose of this research was to investigate the status of speech communication education as a separate course and as a part of the English curriculum in Mississippi's secondary public schools. The study also examined the teaching strategies and community resources used in speech communication and English classes. Subjects consisted of the population of English and Speech communication teachers

A thirty item questionnaire was used to gather data. Subjects were asked to respond to questions relating to the methods of teaching speech communication, time spent teaching speech communication units within English classes, and community resources used in classroom teaching.

Crosstabulations and t-tests on selected variables as well as frequencies of responses were used in the analyses of data for this study.

The results indicated that speech communication courses were perceived as being more important on the secondary level by speech communication teachers than by English teachers, but there was not a significant difference between the two groups on the impact of a required course in speech communication. Public speaking and drama were the major areas of speech communication taught on the secondary level; whereas, voice and diction, public speaking, and interpersonal communication were reported as those skills most needed by students. English and speech communication teachers believed they were more competent to teach public speaking, drama, and interpersonal communication than other courses in speech communication. In addition, community, family, and business resources wre used to design a curriculum using a systems approach to teaching speech communication units.

THE BIASES IN EXTENSION COMMUNICATION: REVEALING THE COMPREHENSION GAP Order No. DA8507963

MELKOTE, SRINIVAS RAJAGOPAL, PH.D. *The University of Iowa*, 1984. 274pp. Supervisor: Joseph R. Ascroft

Comprehension is a necessary condition for effective decision making. If there is a variability in comprehension that individuals derive from messages they receive, then it is quite likely that decisions which result from such comprehension may also vary. In the ideal situation, messages conveying information about a given issue should be treated so as to reduce variability of comprehension to a point where it approximates a constant across all recipients.

The study expected that the following message and source-related biases--pro-literacy, source-orientation, top-down message flow, pro-innovation, pro-persuasion, media effects, and in-the-head constraints-- would likely be present in project extension message treatment and strategies and they would tend to be associated with variability in comprehension of extension intentionality among sampled farmers.

Members of the project extension team were interviewed with a view to identify and describe biases that may exist (a) in their attitude toward farmers, and (b) in the process of information transmission to the farmer client system. These interviews revealed source-orientation, top-down message flow, and pro-innovation biases both in the process of extension message preparation and dissemination, and in project extension team's attitudes toward farmers.

Also, all available extension publicity and training materials were examined to locate and describe biases identified above. These extension media exhibited pro-literacy, source-orientation, top-down message flow, and pro-innovation biases both in their messages, and in message format, treatment and presentation.

Interview schedules were used to obtain from farmers their comprehension of source intentionality. The data indicated great variability in comprehension scores among farmers. The comprehension scales were crosstabulated with farmer variables. The findings indicated pro-literacy, source-orientation, top-down message flow, and pro-innovation biases to be associated with variability in comprehension levels among farmers.

This study has, therefore, located and more precisely described message and source-related biases that are present in existing extension messages and message strategies and are associated with variability in comprehension scores of extension intentionality among the sampled farmers.

A STUDY TO DETERMINE COMMUNICATION SKILLS NEEDED BY LEGAL ASSISTANTS

Order No. DA8507629

MOORE, MOLLY NOREEN DIXON, PH.D. *The University of North Dakota*, 1984. 164pp. Adviser: Roger Bloomquist

The research was designed to identify the communication skills needed by legal assistants as perceived by legal assistants and the lawyers with whom they worked. Legal assistant members of the National Association of Legal Assistants (NALA) and lawyers chosen by individual NALA members were surveyed.

A list of seventy communication skills was developed by the researcher with input from lawyers and legal assistants in the Fargo, North Dakota--Moorhead, Minnesota area. The list of seventy communication skills were combined with questions to obtain demographic data to form two questionnaires: a Questionnaire for Legal Assistants and a Questionnaire for Lawyers.

After a pilot study of the questionnaires was completed, revised questionnaires were sent to 522 legal assistant members of the NALA. Each legal assistant was asked to complete the Questionnaire for Legal Assistants and to choose a lawyer to complete the Questionnaire for Lawyers. Completing the questionnaire involved indicating on a scale of one to six the perceived need for each of the seventy communication skills and responding to the questions to obtain demographic data.

There were 262 usable questionnaires returned by legal assistants and 174 usable questionnaires returned by lawyers. Responses were keyed into a data base for computer analysis. The percent of response by legal assistants and lawyers to each of the six categories of need for each communication skill was computed. The Kruskal-Wallis H test, with the H corrected for tied ranks, was used to test thirteen null hypotheses at the .05 level.

As a result of this study, twelve communication skills were identified that can be considered essential for legal assistant members of the NALA. Forty-three communication skills were identified that can be considered important for these legal assistants. Legal assistants and lawyers agreed on the level of need for thirty-three communication skills which were found at all points along the need continuum. Twenty skills were identified by NALA members and thirty-two skills were identified by lawyers with whom they worked as important and unrelated to any of the independent variables.

THE IMPACT OF COMMUNICATION SATISFACTION ON JOB SATISFACTION AND JOB PERFORMANCE: A FIELD STUDY OF HOSPITAL NURSES

Order No. DA8508514

PINCUS, JOSEPH DAVID, PH.D. *University of Maryland*, 1984. 311pp. Director: Raymond L. Falcione

This field study of 327 professional staff nurses at a mid-Atlantic teaching hospital investigated the effects of satisfaction with organizational communication on job satisfaction and job performance.

The "Comm Sat-Outcomes Research Model" was developed as a conceptual framework for explaining how communication satisfaction differentially affects job satisfaction and job performance.

All nurses completed individual communication/job satisfaction questionnaires. Communication questions were adapted from Downs and Hazen's (1977) Communication Satisfaction Questionnaire, which incorporates eight communication dimensions (communication with supervisor, communication with subordinates, personal feedback, communication climate, organizational perspective, organizational integration, horizontal communication and media quality). A ninth dimension (communication with top management) was developed for use in this study. Job satisfaction questions were adapted from the Job Description Index (JDI). Nursing managers completed job performance evaluation questionnaires for each nurse reporting to them. Data was collected initially on-site; follow-up was by mail. The response rate was 66 percent.

A series of Pearson correlation, stepwise multiple regression and canonical correlation analyses were performed on the data. Communication satisfaction-job satisfaction correlations in this study were compared via Kendall's coefficient of concordance to results from previous communication studies.

Results provided persuasive evidence that satisfaction with different types of organizational communication significantly affects employee job satisfaction and job performance. The findings largely supported the Research Model.

Several conclusions were drawn: (1) communication satisfaction is more strongly related to job satisfaction than job performance, yet a positive communication-job performance relationship does exist, (2) the same dimensions of communication satisfaction (communication with supervisor, personal feedback and communication climate) are the most influential contributors to both job satisfaction and job performance, 3) communication with top management, beyond the immediate supervisor-subordinate communication, substantially affects an individual's job satisfaction and has some impact on his/her performance, and (4) correlation findings were generally consistent with previous communication satisfaction studies.

A STUDY OF THE EFFECT OF TWO DIFFERENT INSTRUCTIONAL DELIVERY SYSTEMS ON THE COMMUNICATION APPREHENSION OF COMMUNITY COLLEGE STUDENTS

Order No. DA8517635

RODRIGUEZ, ANTONIO, ED.D. *Pepperdine University*, 1985. 122pp. Chairperson: Jack McManus

Statement of the Problem. What will be the effects on students' communication apprehension (CA) and self-monitoring (SM) measures if a traditional versus a non-traditional mode of instruction is used in an oral communication course? How will the independent variables of treatment, testing, and gender effect the dependent variables, communication apprehension and self-monitoring? What is the relationship between communication apprehension (CA) and self-monitoring (SM)?

Procedure. For analysis of the data collected, the quasi-experimental design, called the non-equivalent control group design, was used. A two-way and a three-way analysis of variance (ANOVA) plus a two-way analysis of covariance (ANCOVA) were used to test Hypotheses 1.0 and 2.0. A Pearson product-moment correlation coefficient was used to test Hypothesis 3.0.

Findings and Conclusions. Results for hypotheses 1.0 and 2.0 indicate that all three main effects were not statistically significant at the alpha level of .05. Results for the two-way and three-way interactions were not statistically significant at the alpha level of .05. A two-way analysis of covariance (ANCOVA) indicated a relationship between the post-test and gain. Therefore, even when the analysis controlled for the effect of the post-test on the gain scores there were no significant main effects or interactions, and it was not possible to reject the null hypotheses.

Results for hypothesis 3.0 indicate that a statistically significant negative relationship exists between pre and post CA and SM measures. Consequently, it is possible to reject this part of the null hypothesis.

Recommendations. It is recommended that future researchers consider extending the treatment period from one to possibly two or three semesters. Perhaps follow-up measures will indicate more significant results. It is also recommended that future research include SM as a dependent variable. Finally, on the basis of a moderate negative relationship which seems to exist between CA and SM measures, it is strongly recommended that the curriculum for oral communication courses be broadened to include instruction in the fundamentals of self-monitoring of expressive behavior.

THE BASIC COLLEGE SPEECH COMMUNICATION COURSE COMPARED WITH THE DALE CARNEGIE COURSE IN EFFECTIVE SPEAKING AND HUMAN RELATIONS

Order No. DA8516101

SWARTZ, VIRGINIA MINSHALL, PH.D. *The Pennsylvania State University*, 1985. 170pp. Adviser: Gerald M. Phillips

The purpose of this dissertation was to identify similarities and differences in the typical basic college course in speech communication and the Dale Carnegie Course in Effective Speaking and Human Relations. A 57-item Likert-type scale was set up based on beliefs and practices found to be present in the Dale Carnegie Course. The instrument was sent to 702 practicing college and university teachers of the basic speech communication course. Fifty-one percent or 359 of the questionnaires were returned.

The major differences discovered fell into three main areas. First, the goal of the Carnegie course is personal improvement; in the college basic course the goal is to contribute to the student's liberal arts background. The Dale Carnegie clientele is a heterogeneous adult group motivated by a desire for better communication and human relations skills; the college course contains a group homogeneous as to age, educational level, and course expectations. In course content, the Dale Carnegie student finds lectures absent, reading assignments short, and presents 23 ungraded speeches to an audience of about 44 people. The college student has extensive reading assignments, lectures, and tests, and makes three to five graded speeches to an audience of about 25 people.

Similarities center around two main areas. Teacher qualifications, training, and evaluation are similar, but the college teacher has much more autonomy in choice of content and method. Classroom climate and dynamics are comparable; faculty responses clearly endorse the Dale Carnegie philosophy of enthusiastic, lighthearted, encouraging psychological atmosphere and a cohesive, supportive student body.

In summary, the academic course still contains more cognitive content than does the Dale Carnegie, while the latter places much more emphasis on human relations, personal adjustment, and leadership traits than were found in academic responses to the questionnaire.

AN EXAMINATION OF THE INFLUENCE OF INTERACTION INVOLVEMENT ON OUTCOME AND PERSUASION STRATEGY IN DYADIC NEGOTIATION SESSIONS Order No. DA8519038

WALLACE, SAMUEL POULTON, PH.D. *The Ohio State University*, 1985. 125pp. Adviser: Donald J. Cegala

The study used transcripts of role playing, negotiating dyads to test an hypothesis and answer a research question. The hypothesis predicted that high-involved individuals should be more successful at negotiation than low-involved individuals. To test this hypothesis, ANOVAS were computed on three outcome variables: initial proposal, final outcome, and average concession. Overall, subjects performed more effectively in same-level dyads than they did in mixed-level dyads, although in mixed-level dyads, high-involved subjects did non-significantly better than low-involved subjects. Within same-level dyads, low-involved subjects made more effective initial proposals than high-involved subjects when playing either of the negotiation roles. The results concerning final outcome and average concession were essentially the same. In both instances, high-involved males performed less well than their low-involved counterparts, while high-involved females performed better than low-involved females.

The research question asked: how does interaction involvement relate to negotiation strategy? A content analytic scheme was devised for identification of the negotiation strategies used by subjects. ANOVAS were again used to answer the research question. Of the strategy categories that revealed significant differences, assertions, argument assertions, and refutations appear most descriptive of the negotiation styles of high- and low-involved subjects. Overall, high-involved subjects used significantly more argument assertions than low-involved subjects, suggesting that highs attempted to advance arguments for their cause more so than lows. In general, the data suggest that high-involved subjects demonstrated a more effective negotiation style than low-involved subjects. These results are consistent with the concept of interaction involvement such that a high-involved individual should be a better persuader than a low-involved individual. Being persuasive, however, should include the achievement of interpersonal goals which was not accomplished by the subjects of this study. It is thought that the nature of the experimental situation allowed the low-involved individuals to behave in an uncharacteristic manner and achieve greater outcomes than their persuasive abilities would otherwise warrant.

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